

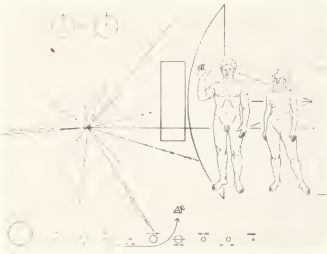
# THE GRADUATE SCHOOL OF CORPORATE & POLITICAL COMMUNICATION 1980-1981

*The Jesuit University of Southern New England*

# FAIRFIELD

The gold plaque on the cover and illustrations in this year's catalogue celebrate Man's compulsive attempts to communicate with his world — and now, beyond his world to worlds unknown.

All illustrations are used with the kind permission of XEROX. These were selected from over one hundred artifacts in the corporation's collection, *Ten Thousand Years of Recorded Information*. The collection is on permanent exhibit at XEROX International Headquarters, Stamford, Connecticut.



#### COVER

*Floating in the blackness of outer space is the etched plate attached to the outside of Pioneer 10. This probe was launched in 1972 and is expected to leave our solar system in 1983. Surviving the many hazards of space travel, it is capable of traveling 3,000 light years during the next 100 million years.*

*In the hope that it might be intercepted by intelligent extraterrestrial life, a gold-anodized plaque (6" × 9") was attached to the antenna support struts. The human figures are shown against a tipped-over satellite to give a crude scale. In the upper left is a schematic drawing of the two states of hydrogen, the universe's most abundant atom. Extraterrestrial scientists should be able to read the schematic pulsar map of 14 stars in the Milky Way by using the standard of time derived from the energy difference between the two states of the hydrogen atom.*

*Along the bottom edge of the plaque is a schematic of our solar system and Pioneer's route past Jupiter.*

*The idea for this communication plaque was conceived by Eric Burgess of the Christian Science Monitor and designed by Drs. Frank Drake and Carl Sagan of Cornell University.*

A Program in Communication  
Leading to the Degree of  
*Master of Arts*

# The Graduate School of Corporate and Political Communication 1980-1981

Center for the Advancement  
of Human Communication

Fairfield University  
Fairfield, Connecticut 06430  
(203) 255-5411

# Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

In addition, the College of Arts and Sciences is accredited by the State Board of Education of Connecticut, which has approved the education program for teacher certification at secondary levels. The chemistry program of the College of Arts and Sciences is approved by The American Chemical Society.

The School of Nursing has been accredited by the National League of Nursing, and approved by the Connecticut Commission for Higher Education and by the Connecticut State Board of Examiners for Nursing.

The University holds memberships in the American Assembly of Collegiate Schools of Business, American Association of Colleges of Teacher Education, American Council on Education, Association of American Colleges, Association of Jesuit Colleges and Universities, Connecticut Association of Colleges and Universities for Teacher Education Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, National League for Nursing, New England Business and Economic Association.

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The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Fairfield University admits students of any sex, race, color, religion, national or ethnic origin, or physical handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, or physical handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

This Catalog pertains only to the Fairfield University Graduate School of Corporate and Political Communication. It will be useful as a source of continuing reference and should be carefully saved.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records.

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# The University

**Fairfield University**, founded in 1942, became the 26th institution of *higher* learning operated by the Jesuit Order in the United States — the inheritor of a tradition of learning and scholarship that dates back to 1540, when St. Ignatius Loyola founded the Society of Jesus — the Jesuits — on the principle of active service in the world.

Many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for their academic quality. Over the centuries, a Jesuit education has come to mean a high standard of academic and intellectual discipline within Judaeo-Christian values.

Being a Jesuit university does not mean that Fairfield is narrowly sectarian. The majority of Fairfield's faculty are lay people who represent many faiths and many creeds, and students are selected without regard to religion, race, color, sex, national or ethnic origin, or physical handicap. There is one common tie — a commitment to moral and spiritual values. This is the cornerstone of Fairfield's academic philosophy — the search for truth through learning.

**Located in America's "academic corridor,"** — that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities — Fairfield provides access to many cultural, recreational, social, and intellectual programs. In addition to its proximity to New York City and all the recreational possibilities available there, the immediate area offers many fine local theaters, cinemas, and the performing arts; restaurants, botanical and zoological gardens, and many excellent beaches and boating facilities.

**Fairfield's 200-acre campus** is among the most beautiful in the country. Created from two large private estates, it retains a gracious, leisured atmosphere. There are many wooded areas, lawns, gardens and pleasant walks, and, from several vantage points, a broad view of the blue waters of Long Island Sound.

Because the University was founded less than 40 years ago, all of its buildings are modern and well-suited to the needs of its students. Some of the more outstanding buildings are: the Bannow Science Center; the modern Campus Center; the Nyselius Library, and the newly completed Recreational Center with its 25-meter pool, saunas, whirlpools, various courts, and a jogging track. This spacious campus allows plenty of room for outdoor playing fields, tennis courts, and informal recreational areas.

## The School

**The Graduate School of Corporate and Political Communication**, founded in 1966, was a response to an emerging concern that had been expressed by communications professionals and by the general public as they looked apprehensively at the impact of modern communications. Its primary objective is to provide a generalist's understanding of the systems, the ethics, the modes, the meanings, and the structures of human communications. Many of its students are self-employed professionals; others are sponsored by corporations, educational institutions, social agencies, hospitals, and governmental agencies; while others enter directly from undergraduate colleges from around the country.



*Proto-Elamite copper stamp seal (c.3000BC) Mark of personal identification with animal symbols.*

# Program Goals

In a subject so fundamental as human communication, we are all learners. It is essential that all those involved share their knowledge, their expertise, research, and personal reflections. We must also be open to one another's diverse opinions and viewpoints. If we are to succeed in our quest for understanding, students and faculty alike must participate actively in all classes, seminars, and more informal interactions. If we are jointly to further the understanding of human communication, we must also be mutually supportive as we re-imagine communication activities and seek to transcend the particulars of various contexts in order to discover core validity.

To be successful in this interdisciplinary milieu requires constant effort and alertness to build links between diverse courses, concepts, readings, and experiences.

Society fragments its communication activities by diverse labels, technologies, media channels, and professional concerns. We have developed some brilliant specialists and some excellent techniques.

At the same time, basic divisions and conflicts within families, between groups, and among nations remain. And a new generation of problems has been spawned by the constant and transnational wash of media, data technology transfer, and the growth of information capitalism.

To meet the communication hopes of the human family, we must have not only specialists and refined techniques but more communicators who have the breadth which comes from an integrated view of human communications in its myriad particularities.

## Goals and Objectives

The Master of Arts program in corporate and political communication aims at a combination of generalist wisdom and professional competence. It is humanistic in orientation; socially focused through its attention to the corporate-institutional and political-governmental forces which mold human ecologies; and concerned with the intellectual, moral, and aesthetic development of the communicator and the media.

Graduates should have a sound understanding of communication theory and practice; and should be able to design, apply, and evaluate communication strategies in particular contexts.

Within the bounds of individual personalities and skills, graduates are able to enter a wide variety of professional positions. They are trained as broad communicators with a great potential for growth in chosen work-contexts.

The curriculum also provides the grounding necessary to pursue related doctoral studies.

## Degree and Certificate Programs

### Master of Arts

The Master of Arts degree is offered by the school through its extensive program of communication studies.

### Graduate Certificates In Applied Fields

Two programs leading to a Graduate Certificate in an Applied Field are offered by the school:

- *The Professional Writing Program*
- *The Video Planning, Writing, and Production Program*

(Each certificate program is described within this catalogue and in separate booklets available through the GRADCOMM Office. Work on certificates may begin at any point during the Master of Arts program or after its completion.)

# Requirements for Master's Degree

## Approach

To ensure a common, generalist base, two courses are required of all students: 1) *Human Communications*, taught by the dean and seven faculty members, surveys the individual's potential in communication; the historical constructs of the individual in society from political, religious, and literary perspectives; and critiques communication forms in various contexts as proportioned or disproportioned to human development; and 2) *Communication Systems and Theories* orients students to theoretical constructs, research, and current formulations in the scientific approach to communication study and appraisal.

In addition, students are required to take set minimums in the following areas: *Concepts and Theories*; *Expressive Communication*; and *General, Organizational, and Political Contexts*.

Beyond the required common base, the large number of courses and independent studies available allows the student great flexibility in establishing a concentration. The range of choices allowed for course-related research and presentations, and for theses or final projects, enhances this flexibility for the individual.

The diverse faculty and guest lecturers individually combine proportioned academic backgrounds with broad professional experience in solving communication problems and in using communication theory and wisdom.

Many of the students also have experience in social, corporate, or media communications, and thus can further the professional molding of the student body. In addition, a number of students from other countries and Americans with *Action* experience serve to broaden class-related inquiry.

Thomas J.M. Burke, S.J., Ph.D.  
Dean

(Track Option to be selected prior to completion of 24 credits)

## Curriculum Track A

(Master of Arts)

1. Thirty-three (33) credits of course work with at least a B average and
2. Completion of an approved thesis or final project. (Guidelines for thesis/projects available from GradComm Office.)
3. All work must be completed within nine (9) trimesters after beginning course work.

## Curriculum Track B

(Master of Arts)

1. Thirty-three (33) credits of course work with at least a B average and
2. Submission and approval by the Dean of a *Professional Development Plan* for nine (9) additional credits in courses selected from the M.A. curriculum and approved by the Dean as consonant with the Plan.
3. All work must be completed within ten (10) trimesters after beginning course work.

## Curriculum Track C

(Master of Arts plus Graduate Certificate)

1. Thirty-three (33) credits of course work with at least a B average.
2. Twelve (12) additional credits with at least a B average in courses selected from the listed Certificate curricula.
3. Completion of an approved thesis/project in the student's certificate specialty.
4. All requirements must be completed within twelve (12) trimesters after beginning course work.



Stone tablet dealing with fields. Jemdet Nasr Period (c.3000BC) Symbolic writing with recognizable individual signs but not comprehensible as a coherent message.



## Statistics Requirement

Prior to graduation, a student must do ONE of the following:

- submit evidence of statistical knowledge
- successfully complete the course Models and Measurement (263)
- successfully complete Communication Research Methods (264)
- successfully complete Attitude & Public Opinion Laboratory (265)
- successfully complete a self-teaching, take-home examination on statistics

## Application to Graduate

It is the obligation of each student to complete the *Application To Graduate* at least 30 days prior to registration day for his/her final trimester. This enables the Assistant Dean to report to the prospective graduate whether all academic requirements have been met and allows enough time for a student to register to complete any possibly overlooked requirement during that final trimester.

## Interim Letters

If a student completes all requirements for Track A, B, or C at any point in the year other than the "normal" time to graduate in May, s/he may request that an *Interim Letter* be issued. This letter will state that all requirements for the Master of Arts degree have been met and that the diploma will be presented at graduation exercises the following May.

This letter, issued by GradComm, should satisfy most needs for employment solicitations, salary increase requirements, applications for entrance to other advanced degree programs, or other purposes requiring "proof of graduation". Interim Letters will not be issued until all academic and financial obligations to the university have been met satisfactorily.

# Master's (Thesis) Project

(Curriculum Tracks A.&C.)

In addition to completion of the courses which constitute a unified plan of study in communication, the student's fitness for the degree is further tested by a Master's (thesis) Project.

A student may present a proposal (plan) for the Master's Project at any point after entering the school. A student *must* begin discussions about possible topics with a faculty person(s) upon completion of twenty-four (24) credits.

Experience has shown that candidates who complete their course work and leave the campus without first having their Master's Project Proposal approved by the Master's Project Proposal Review Board tend never to complete their projects and receive degrees. The prudent student completes the essential step of having the proposal approved and a committee assigned before completing all course work. The candidate is then free to complete the project anywhere in the world.

If a candidate completes all course work before completing the Master's Project, the candidate must maintain his or her Candidate Status by paying a Continuing Registration Fee (\$15.00) at the beginning of each trimester until the Master's Project is successfully completed.

The range of subject matter for these projects is as broad as the spectrum of human communication. Although the faculty must first approve a carefully planned Master's Project Proposal, they are willing to consider any reasonable subject and method of presentation. If well handled, almost any medium of human communication would be acceptable, for the faculty is as interested in how effectively the candidate communicates the message as in the content of the particular message.

## The Master's Project Proposal

(Curriculum Tracks A.&C.)

There is a series of steps in the preparation and submission of the Proposal.

1. Informal thinking sessions with one or more faculty persons during which various ideas for a project are considered and one finally agreed upon.
2. The submission to a faculty person of a clearly written statement of the project's goal and objective(s).
3. An approval of the statement of goal and objectives by the faculty person.
4. Preparation of the complete Proposal and submission of six (6) copies to the Master's Project Proposal Review Board through the school's assistant dean.
5. The candidate submits the six copies of the proposal along with the Master's Project Fee (\$150.00).
6. Approval, disapproval, or request for revisions by the Board through a form mailed to the student.

A special booklet, "Guidelines for the Master's Proposal and Project," is available from the GradComm office. It is essential that this be studied and followed.

## The Professional (or Personal) Development Program Proposal

(Track B.)

The alternate method for completing the Master of Arts program in communication, Track B., requires the completion of a carefully considered and approved plan for further professional or personal development.

The Track B. program is composed of the following three elements:

- I. *The Professional (or Personal) Development Plan*
- II. *A Summary Sheet*
- III. *An Evaluation of the Professional Development Plan Experience*

*Guidelines For Track B.*, describing in detail each of these elements, is available from the GradComm Office.

## Master's Projects (May, 1980)

Ailleo, Caren

*The Communication Dimensions of INFO LINE*

Ash, James C.

*Isolation — A Series of Short Stories*

Berchmans, Sr. Josephine

*Indigenous Painting — A Barrier to Communication?*

Bodnar, Elisabeth, R.N.

*Management Communication and the Occupational Health Nurse*

Bracken, Maryann

*Contemporary Guilford Families: A Photographic Essay*

Brooks, Phyllis A.

*The Future of Communications in the Residential Environment*

Brundage, Edwin K.

*Proposal Preparation: Responding to a Federal Request for Proposal*

Bulbeck, John G.

*A University Management Information System — A Case Study*

Carbone, Claudia C.

*Computer-Assisted Education*

Davis, Jaclyn C.

*Failure of a Public Relations Vehicle within a Government Agency*

de Katow, Eric

*Financial Public Relations*

Dubos, Peter Andrew

*Make Ready the Temple (The Museum As Communication)*

Fenn, Randolph V.

*A Nutmeggers Guide to Cable Television*

Ficalora, Mary Lou  
*News Coverage of the Pope's Visit*

Fitch, Thomas P.  
*Advocacy Roles of Corporate Political Action Committees*

Gatzak, John R.  
*A Study of 'Take A Stand' in the Role of Radio Evangelization*

Grieco, Rev. Nicholas  
*Organizing the Office of Communication in a Roman Catholic Diocese*

Janet H. Hutson  
*Communication Escape From Independent Thinking*

Kerrigan, Evans E.  
*Art, Production, and Printing Methods: A Training Program*

Lee, Diana  
*Communicating with Your Community (A Public Relations Handbook Included)*

Lichacz, Janine A.  
*The Art of Corporate Speech Writing*

Maloney, Maureen A.  
*Participation of Administrative Secretaries with Managers in Planning Meetings*

Molokwu, Christopher B.  
*Development of United States Opinion About China in the Past Two Decades*

Nasr, Luis R.  
*Empirical Model of the Persuasion Process and Its Application to Consumer Behavior*

Ogunsiji, Matthew A.  
*The Struggle of the Third World for a New World Information Order*

Oldham, Elizabeth L.  
*A Public Relations Program for an Urban Public Library*

Perera, Rev. George  
*A Christian Paradigm: A Tentative Exploration*

Prinz, Melinda A.  
*The Grants Game: Making It Work*

Quasnovsky, Carlie A.  
*The Role of Moral Integrity In Diplomacy: A Study*

Mohammed Radi (with Richard Weeks and Terrence Materese)  
*Communication: Overture of the Handicapped Child (Video)*

Sylvester, Sandra R.  
*The War That Was and The War That Wasn't (Scripts)*

Taricani, Leon V.  
*Influence and Effects of Children's TV Advertising on Purchase-Related Behavior*

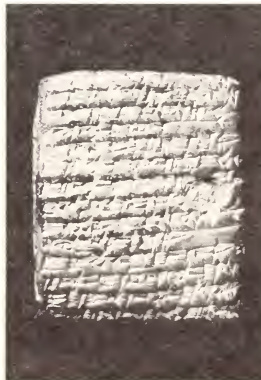
Tinelli, Archie  
*Teacher Guides for Gifted Children: Extending the Use of Existing ITV Series to New Audiences.*

Vitale, Vivian M.  
*Labor Unions and Their Impact on Employee Relations*

Weeks, Richard (with Mohammed Radi and Terrence Materese)  
*Communication: Overture of the Handicapped Child (Video)*

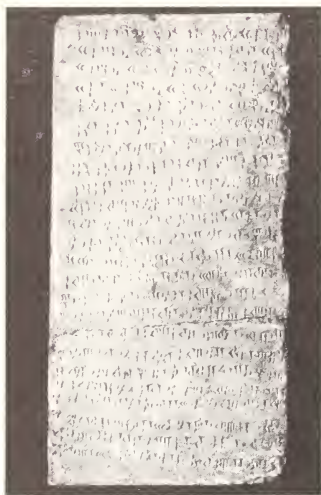
Williams, Cynthia S.  
*River of Dreams: The Romantic Architecture of The Hudson River Valley (1820-1860) (Slide/sound Presentation)*

Winchester, Renee Follett  
*Upward Communication*



Assyrian clay tablet in cuneiform script (c.1800BC) Dunning letter complaining that Kuluma and Buzazu are holding back a sum of money.

# Overview of and Distribution



Assyrian limestone tablet in cuneiform script (c.850BC) Royal monument to Ashur-nasir-apli, King of the Universe.

- A. CONCEPTS & THEORIES (Minimum of 12 credits)
- ★ ★ (201) Human Communication
  - ★ ★ (202) Communication Systems & Theories
  - (206) Public Opinion
  - (207) Human Attitudes
  - (208) Ethical Considerations
  - (215) The Media
  - (211) Culture & Communication
  - (213) Persuasion & Systematic Communication
  - ★ (229) Independent Studies
- B. COMMUNICATION MEASUREMENT (No minimum credits)  
Course #263, #264, #265 satisfies statistics requirement
- (263) Models and Measurement
  - (264) Communication Research Methods
  - (265) Attitude and Public Opinion Laboratory
  - ★ (229) Independent Studies (Case, Survey and Experimental research)
- C. EXPRESSIVE COMMUNICATION (Minimum of 6 credits)  
(Maximum of 12 credits)
- (204) Language and Communication
  - (214) Sign, Symbol, Image
  - (253) Cross-Media Analysis
  - (261) The Persuasive Film
  - (225) Components of Communication (Audio and Lingual)
  - (200) Professional Communication Skills
  - (295) Writers Workshop
  - (297) Effective Writing
  - (293) Black & White Photography
  - (291) Film Making
  - (292) Video Production Techniques
  - ★ (229) Independent Studies
- 
- ★ Independent Studies may be for 1, 2, or 3 credits, but no more than 6 credits may be toward M.A.
  - ★ ★ All students must successfully complete these courses prior to graduation.
- N.B. All regular courses are for 3 credits.



# Curriculum

## of Course Credits

### D. CONTEXTS (Minimum of 6 credits)

#### *General Contexts*

- (203) Creativity/Problem Solving
- (277) Interpersonal Communication
- (282) Intercultural Communication
- (210) Contemporary Dialogues
- (278) Communication Arts & Cultural Profile
- (279) Communication Dimensions of Human Ecologies
- (286) International Communication
- (298) Communication Technologies
- (299) Communication Patterns in a Global Society
- ★ (229) Independent Studies

#### *Organizational Context*

- (301) Organization and Management Theory
- (302) Managerial Roles and Organization Behaviors
- (303) Corporate/Organization Communications
- (306) Public Relations (Trends and Practices)
- (307) Advertising (Trends and Practices)
- (309) Marketing Communication
- (229) Independent Studies

#### *Political Context*

- (216) Communications Strategies in the Political Process
- (218) Political Communication
- (220) Bureaucratic and Political Dynamics
- (272) International Political Communications and Propaganda
- (273) American and Foreign Press
- (274) Community Communication
- (280) Negotiations (corporate & political)
- ★ (229) Independent Studies



*Steatite stamp seal carved in hieroglyphic script (undated) A mark of personal identification.*

**Transfer Credits:** With prior approval by the Dean, up to six credits may be transferred from the Fairfield University Graduate School of Education or from other graduate schools. The Dean of the Graduate School of Corporate and Political Communication must determine that these transferred credits are from courses closely related to this communication curriculum or that they fill a particular need for the individual's plan of studies.

# Course Descriptions

## (200) Professional Communication Skills (Kealey)

The primary purpose of this course is to raise to professional levels the student's skills of writing, speech preparation, and the effective public presentation of ideas — skills useful in other courses and in work situations. There are workshops for practice, video playback diagnostic sessions for self-criticism, and faculty counseling on special problems.

## (201) Human Communication (Dean and Faculty)

A broad investigation of human communication in its individual and societal dimensions. The human measure of communication examined from the perspectives of: biology, epistemology, language, symbols, creativity, drama, novels, religion, media, and politics. Projects and research concern forms of communications which are proportioned or disproportioned to human advancement.

## (202) Communications Systems and Theories (Keenan)

A systematic overview of human communications from a personalogical viewpoint. Attention to intra-personal, inter-personal, man-technologies, and man-system communications ranging in scale from the person-to-person through mass-to-mass. Includes a review of communication arts, science, and technologies. Theoretical approaches covered include the mathematical, cybernetic, social-psychological, psychobiological, anthropological, semantic, transactional, syntactic, and pragmatic. An eclectic heuristic is proposed for approaching and solving problems in human communication.

## (203) Creativity/Problem Solving (Cheney)

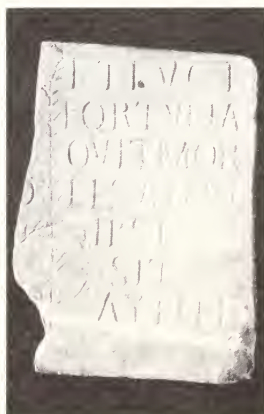
Course's goal is to make one a more effective communicator through the more effective exercise of the inherent capacity to create. Course develops an attitude of self-confidence in one's ability to be deliberately creative. Creative guests interviewed by class to develop a "creative personality profile." Creative problem solving techniques, e.g. Synectics, Lateral Thinking, Soft Logic, as practiced by government and industry are discussed and then applied to problems during several class sessions. A major project required.

## (204) Language and Communication (Brennan)

The study of language is in large part the study of humankind. The course will clarify the role of speech, language, and thought in making humans, Human. It will answer questions such as: Is language innate in humans? How do children acquire language? What is the relationship between syntactics, semantics, and phonetics? What is slang? Obscenity? Naming? What are the limitations of language?

## (206) Public Opinion (Nedela)

An inquiry into the nature, formation, and role of public opinion in modern society. Examination of past and present theories, analysis of factors influencing public opinion, particularly the effects of mass media of communication. Explanation of procedures and techniques used in opinion polls.



*Tombstone in Roman capital script on marble (c.150AD)  
Roman capital script, a form developed by stone cutters.*

**(207) Human Attitudes — Development and Change**  
(Keenan)

An in-depth inquiry into the nature and dynamics of human attitudes and their bases in human communications. This seminar involves the modelling of human performance and communication and the understanding of the psychological and physiological aspects of human attitudes as well as the modern theories of human attitudes: dissonance, instrumentality, balance, persuasion, functionality, social-judgment. Includes also a review of the major approaches to measuring human attitudes: physiological, paper-and-pencil, kinesic, proxemic, interviews, and surveys. Student projects in the content, language, structure, style, and immediacy dimensions of the influential act and communication.

**(208) Ethical Considerations in Communications**  
(Crane)

An examination of the conflicting interests which affect mass communication, and of the useful as well as damaging impact of various modes of communication on individuals and groups in society.

Cases involve the individual's need and right to know, right of privacy and public good, freedom of the press and requirements for fair trial, right to manage and public disclosure, personal autonomy and mass persuasion.

Against a background of classical and modern ethical systems, students will investigate current ethical issues particularly as they are affected by communications.

The course will be conducted on a lecture/seminar basis and will include group presentations.

**(210) Contemporary Dialogues**  
(Nedela)

Individuals, groups and institutions constantly react to a barrage of communications through which ideologies, ideas, true and false images, information and misinformation about society and the world compete to affect perceptions and behavior.

Through lectures, discussions, film showings, reading of novels, and looking at works of art the course will review some key problems involved in the contemporary government-public, business-public, business-government, East-West and North-South dialogues. Manipulative communication will be one of those problems.

**(211) Communication and Culture**  
(Nedela)

The course deals with concepts of culture, cultural change, and the role of values, perceptions, thought patterns and language in communication. Also reviewed is the function of mass media as conveyors of cultural patterns, and the effects of cultural differences on tensions and conflicts within our society and the world as a whole.

**(213) Persuasion and Systematic Communication**  
(Crane)

An intensive inquiry, by means of lecture/seminar, into the nature of human persuasion. Following a review of traditional and contemporary thought on persuasion, case studies will be selected by students to serve as real context for the principles adduced.

**(214) Signs, Symbols, and Images**  
(Van Duyn)

An investigation into signification in human communications. The analysis and appraisal of signs, symbols, and images generated in audio, visual, and lingual environments.



**(215) The Media**  
(Crane)

Survey and analysis of the origins, development, and interrelation of mass media from Gutenberg to McLuhan and beyond. Theoretical emphasis will be upon the man/machine interface. Analysis will be focused upon contemporary media output.

**(216) Communication Strategies in the Political Process**  
(Schmotzer)

This course is concerned with the communication processes generated by the American political system at home and abroad in the context of modernity, of the ongoing extraordinary rapid flux of change. Within this framework of a dynamic as opposed to a static social environment, the course focuses on the central political development of our society, the "egalitarian, democratic ferment," and the consequent heightened tensions between freedom and order, radical individualism ("do your own thing") and a sense of national purpose, personal aggressiveness and a coming to terms with authority. Specific topics include the powerful political communications occasioned by the re-birth of value and idealistic thought in American society: the human rights issue, the civil rights and women's liberation movements, the conservation-environmentalist dimension, the populist politics of consumer's protection. Special attention will be given to the political processes and media strategies expressive of these conditions: single-interest group pressures, new kinds of lobbying, and the increasingly problematic role of the political parties.

**(218) Political-Governmental Communication**  
(Lehman)

The interior workings of the complex political-governmental-citizen communication processes are examined, analyzed, and re-synthesized, utilizing actual cases derived from local, state, national, and international experience. Theories of communication are compared and contrasted with the actualities of political campaigns and the plus-minus relationships between political-governmental persons and their "publics." Subjects covered include the nature of political power and the means used in acquiring it; strategies and tactics of persuasion in the political-governmental context; political pressure, influence, lobbying, corruption; methods of determining citizen attitudes in various societal groupings; dealing with political conflict; "inside" the campaign organization, and running for public office.

**(220) Bureaucratic and Political Dynamics**  
(Schmotzer)

This course deals with the explosive growth of the "public sector" and the consequent politicization of human communications in modern societies. It considers the developments by which public life comes to overwhelm private life, and the mounting preoccupation with power and manipulation. Specific topics include the rise of "administrative government," the positive and negative images of bureaucracy, and the increasing impact of bureaucratic communication on all human interactions. Interest groups, the art of lobbying, and the political effects of computer technology will also be considered. Throughout, the course will center upon the study of the political principle, "the search for advantage," as it tends to dominate all human communication.

**(225) Components of Communication: The Lingual Component**  
(Flagg)

Language as a multi-purpose tool; interactions of verbal and non-verbal reality; facts/inferences/judgements; the epistemology of knowledge; structural differential diagram; semantic differential.



Mosaic Floor Inscription from Byzantine Church in Antioch (607AD) Dedicatory inscription in Greek capitals. Chipped stone set in mortar was an art form used as an element of decoration.



**(225) Components of Communication: The Audio Component**  
(Frederick)

Probing the elements and purposes of sound; analyzing the physical, philosophical, physiological, and psychological factors present and affecting any audio situation; the use of music and other sound as calculated psychological tools to motivate; audio analysis of films and television commercials; observation of well-known musicians cutting a record in major recording studio.

**(229) Independent Studies**  
(Faculty)

Such independent studies may concern: areas in which no formal course is offered; in-depth study of some aspect of a course previously taken; construction of a relevant communication artifact; or an experimental, case, or survey research project. The fee for these studies is the same as the tuition rate for regular courses. (Application forms available in office.)

**(253) Cross-Media Analysis**  
(Crane)

An examination of the persuasive extensions of man from free verse to pay TV. Through comparative analysis, the dominant persuasive characteristics of each medium will be ascertained. By observing the metamorphosis of the same message in different media, the class should develop analytical skill as well as an understanding of how material is prepared for various media.

**(261) The Persuasive Film**  
(Harding)

This course is designed to develop in participants an historical perspective and increasing sophistication in the ability to analyze and interpret the message of persuasive films. The class will view and discuss films relative to ideological, persuasive, and/or propagandistic content dealing with the following and additional subject areas: war, peace, affluence, poverty, ecology, developing countries, urban problems, population, education, and government.

**(263) Models and Measurement**  
(Keenan)

An introduction to the needs, opportunities, and methods for measuring phenomena in and about human communications. Reflects on basic and applied inquiry in the areas of public relations, advertising, mass media, persuasion, interpersonal, intercultural, and information systems. Includes the systematic overview of the objectives, design and process of inquiry, variables and measures in communications, measuring instruments, problems of sampling and the statistical analysis of data. (Fulfills statistics requirement.)

**(264) Communication Research Methods**  
(Min)

A practicum in problem formulation and various research methods for empirical study. Familiarity with essential aspects of research is developed through class exercises. Research modes drawn from proven field techniques are integrated into a simple classification for various communication practices. The use of statistical tools including computer is introduced strictly in terms of lay persons. (Fulfills statistical requirement.)

**(265) Attitude and Public Opinion Laboratory**  
(Kennan/Nedela)

A practicum in the measurement of human attitudes and public opinion with an emphasis upon faculty-student surveys and other measurement practices and techniques. Assumes interest and familiarity with concepts in the communication of attitudes and opinion but does not require expertise or prior coursework in survey or other measurement techniques. (Fulfills statistics requirement.) (Prerequisite: either (206) (207) or approval by professor.)

**(272) International Political Communications and Propaganda**  
(*Pentcheff*)

Examination of the development of propaganda and persuasion from Plato to Lenin, from Machiavelli to Hitler and Churchill. The Helsinki Agreement proclaimed the need for exchange of people, ideas, and information in the name of peace. Today the world is a veritable Tower of Babel with dissemination across the ether of unprecedented waves of information, misinformation attacks, innuendoes — in hundreds of languages. Newspapers, books, art groups, movies, TV programs and travellers cross borders and play their part in international communication.

**(273) The American and Foreign Press**  
(*Pentcheff*) (not offered in '80-'81)

Comparative study of the history, structure, control and content of the mass media in the United States and abroad. Among the issues discussed: how does the American press inform the public on domestic and foreign affairs; sharp clashes between press and government in the U.S. and total conformity in many countries; is the American press moving from the position of the Fourth Estate to the center of policy making; freedom and responsibility of the press. Students monitor the media and present critical reports for discussion in class.

**(274) Community Communication**  
(*Nedela*) (not offered in '80-'81)

The study of community as a unit of social organization with which people identify and where they interact with each other is basic to a better understanding of the individual's role in society. Conducted as a combination of lectures, discussions, and student-presented case studies, the course will deal with the changing realities and concepts of community, and with attempts to preserve or restore common bonds which modern mass work society seems to erode. Participants will carry out some field work in their communities.

**(277) Interpersonal Communication**  
(*Keenan*)

A skills-oriented seminar developing the axioms, dynamics, and uses for interpersonal communication in various settings: family, small group, organizational, and therapeutic. Organized around three themes: the communication dimensions of the interpersonal act (contents, languages, styles, etc.); communicating through the life span (life-stage approaches); and strategies for changing interpersonal communications (e.g., leadership, psychodrama, personal growth, grid approaches). Seminar format requires student to develop specific, action-oriented awareness, approaches, and skills illustrating interpersonal communication competencies.

**(278) Communication Arts and Cultural Profile**  
(*Burke*)

Examination of various aspects of contemporary communications arts (plays, novels, movies, humor, music, dance, television, museums, etc.) as they develop/articulate a cultural profile for the individual and society. Emphasis is on widely disseminated forms perceived as entertainment. Trends in various fields and their effects on human sensibilities, choices, goals, and the imaging of reality form the subjects of individual or small group explorations. Professionals from the various arts join the sessions.

**(279) Communication Dimensions of Human Ecologies**  
(*Keenan*) (not offered '80-'81)

Advanced seminar exploring the interdependence of human information and behavior and the physical, metaphysical, and psycho-physical environments of man. Extension of thinking from the biosphere to the noosphere including the examination of space and time environments, organizational environments, eco-systems, and ekistics.

**(280) Negotiations: Corporate and Political**  
(*Schmotzer*)

This course will deal not only with the theoretical principles involved in this complex form of human interaction but also with the practical aspects of bargaining in terms of procedures learned from labor negotiations, diplomatic relations, and police experience with hostage-dominated confrontations.

**(282) Intercultural Communication**  
(Nedela)

Problems of communication between people of different cultural or subcultural background. Emphasis will be on ways and skills enabling proper transfer of meaning in situations where differences in perception, thinking, and language can become major cause of misunderstanding. Participants will present case studies based on their practical communication experience.

**(286) International Communication**  
(Nedela)

How do nations, governments, and organizations perceive each other, and how do they communicate with each other? The course deals with modes of international communication and types of messages and symbolic gestures exchanged through personal encounters, conferences, organizations — both governmental and non-governmental — and through mass media systems. A special seminar session will be devoted to a simulation of international conference negotiation.

**(291) Film Making**  
(Harding)

This course deals with the fundamentals of film making by making films. The practice of viewing films in process attunes the film maker to a variety of problems and situations such as locating the most effective shots, exploring the pace of editings and arrangement of sequences, matching light and color, producing appropriate sound tracks. This course asks, "What am I trying to say?" The emphasis is upon the answer to that question — not upon the camera's operation.

**(292) Video Production Techniques**  
(Abel)

A beginning course designed to help develop practical and effective communication skills using non-broadcast, portable video equipment. Participants learn by doing. Although emphasis is on using creative professional techniques to improve low budget program quality, these same techniques apply equally to all video tape recording situations. This course is prerequisite to Graduate Certificate program in Video. (Offered in both trimester I and III)

**(293) Black and White Photography**  
(Harding)

This is a course on using the still camera creatively for effective communication. The emphasis is always upon, "What are you trying to express with this print?" A study in the techniques and the art of exposing black and white negatives, it also includes the art of printing in the darkroom, mounting and exhibiting prints. An exploration of the art of seeing. Both the beginner and the more advanced student will find the course beneficial.

**(295) Writers Workshop**  
(Cheney)

A course in literary pragmatism dedicated to the search for that which is clear, vivid, moving. A course in appreciating and creating the best of all possible words for a particular purpose. Organized as a guild, the class will divide into small groups of editors reviewing the original writings of each member. This transient guild intends to develop in its members a compulsion to revise his or her own death sentence, should it be found wanting.

**(297) Effective Writing**  
(Tarshis)

Review of principles and exercises in expressive skills. Emphasis on formulating a message of a particular form for a specific audience in such a manner that it will be coherent, lucid, and persuasive.

**(298) Communication Technologies**  
(Ellis)

High technology and its effects on human communication. A discussion in lay terms of hardware and software in the more significant technologies: satellites, cable, fibre optics, videocassettes, videodiscs, computers, and integrated systems.



**(299) Communication Patterns in a Global Society***(McFarland)*

Different countries adopt different patterns for their communication industries. These patterns reflect in part the reaction of internal forces to global pressures. The course will examine these different patterns and the internal and external forces that mold them. Considered will be: political, historical, economic, cultural, traditional, religious, and developmental needs and drives which shape communication policy, media, and practice.

**(301) Organization and Management Theory***(Gerbereux)*

An examination of current organization theory and practice; the appropriateness of different forms of organization structure for different strategies, industries, and other organizations; the types of management required to implement different forms of organization; and the communication requirements made necessary by particular combinations of strategy and structure.

**(302) Managerial Roles and Organization Behaviors***(Hopkins)*

The course will examine the joint effects of the manager's personality and the brief, fragmented nature of managerial work upon the development of managers' behaviors. It will also address the implications for communication work of managers' increased reliance upon informal networks, verbal influence, and leadership skills.

**(303) Organization/Corporate Communication***(Keenan)*

A seminar covering broad aspects and the state-of-the-art in organizational communication across varied settings. Includes reviews of: operating definitions and concepts of communication within and external to organizations; organizational philosophies and guidelines for relating communication to goals; internal and external systems for managing communications; staffing and management patterns; relationships among organizational functions for communicating internally and externally; research issues, needs and current developments. Students develop and conduct two or three seminars jointly with participants from various kinds of organizations.

**(306) Public Relations (Trends and Practices)***(Cahalan)*

Examination of current trends in corporate and political relations with constituents, employees, communities, shareholders, customers, and other groups which affect institutions. Course includes case studies, lectures, and student participation. Emphasis is placed on why P.R. programs often *fail* and what can be done to improve them.

**(307) Advertising (Trends and Practices)***(Farrell)*

A comprehensive review of: marketing; communications planning; advertising's creativity and its execution; market research; and ethical considerations in advertising. Students acquire practical experience by evaluating current print advertising and television production practices.

**(309) Marketing Communication***(Fennell)*

The course examines the art and science of marketing communication in business and non-profit organizations. It will study the development of communication strategies in relation to organization goals. Includes audience and message considerations, planning, research, and evaluation. Explores the distinguishing features of marketing as opposed to other kinds of communication, as well as the role of behavioral science in the development of communication strategy.



*Egyptian tombstone in Islamic script, Kufic style (c.850AD) The geometric form of a then new script of the Near East.*



# Faculty

## Ray Abel, *Adjunct Professor*

B.A., State University of Iowa; M.A., State University of Iowa. Freelance Television Producer-Director-Consultant; Lecturer in Video Certificate Program. Previously: Instructor, Michigan State College and City College of New York; Staff Producer-Director, ABC-TV; Freelance Commercial Producer-Director, NBC-TV; Staff Producer-Director, CBS-TV; Executive Producer, Videorecord Corporation of America.

## Ruth Gonchar Brennan, *Adjunct Professor*

A.B., M.A., Ph.D., Temple University. Member of the Interpublic Group Strategy Workshop. Formerly Communications Director of Campaign Publicity Corporation and Assistant Professor of Communications, Hunter College.

## Thomas J.M. Burke, S.J., *Dean*

A.B., Boston College; M.A., Boston College; S.T.L., Weston College; Drama Certificate, Fordham University; Ph.D. New York University. Previously: Religion Editor, *America*; Assoc. Editor and P.R. Dir., *Jesuit Missions*, N.Y.; Coordinator TV series "*Face of the World*", Westinghouse Broadcasting; Editor of *Mary and Modern Man* (America Press); *Beyond All Horizons* (Doubleday); *Sinews of Love*, (New American Library); P.R. Dir., Fairfield University.

## Joseph Cahalan, *Adjunct Professor*

B.A., Fordham; Ph.D., New York University. Manager, Employee Affairs, Xerox Corporation. Previously: Public Relations staff, Port Authority of New York and New Jersey; Deputy Chief of Public Information, U.S. Army, Vietnam; Manager of Public Relations, Xerox Education Group.

## Theodore A. Cheney, *Assistant Dean*

B.A. and M.A. Boston University; M.A. Fairfield University. Previously: Research Associate and Assistant Professor, Cornell University; President, Geotechnics and Resources, Inc.; Senior Scientist, Dunlap and Associates, Inc.; Consultant on creativity and problem solving; writer and author; Member: The Authors Guild and The Authors League of America.

## George W. Crane, *Assistant Professor*

B.A., Catholic University; M.A., Fairfield University. Consultant on Advertising and Executive Education. Previously: Creative Group Head, J. Walter Thompson Co.; Vice President and Creative Director, Fred Wittner Advertising.

## Lynn W. Ellis, *Adjunct Professor*

B.E.E., Cornell University; M.S., Stevens Institute of Technology; Doctorate in Management, Pace University. Vice President of Engineering, Instrument Systems Company. Previously: Chief Scientist, ITT; Fellow, Institute of Electrical and Electronic Engineers; Fellow, American Association for the Advancement of Science; Chairman of the Telecommunications Equipment Advisory Committee to the U.S. Department of Commerce (1973-1975).

## Stanley Englehardt, *Adjunct Professor*

Free-lance writer and lecturer in the Professional Writing Program, he has been a full-time free-lance writer for 25 years, by-lining or ghosting about 1,700 articles, eleven non-fiction books, including: *Strategic Defenses*; *Caveat Cannabis*; *Kids and Alcohol: The Deadliest Drug*; four major network television documentaries, including: *The Mighty Atom* (winner of the A.E.C. award) for CBS and *World of Numbers* for NBC; several hundred speeches for corporate officers, and scores of brochures and pamphlets for various organizations.



Japanese yatate or inkhorn tool of the Far Eastern scribe.

**Hugh Farrell, *Adjunct Professor***

A.B., Xavier University. President and Chief Executive Officer, Hammond Farrell, Inc., Chairman of the Board, In-Person Communications, Inc. Formerly: Vice President, Fred Wittner Advertising Agency; Client Services Manager, Marsteller, Inc.; Corporate Advertising Manager, Babcock & Wilcox.

**Geraldine Fennell, *Adjunct Professor***

B.A., M.A., National University of Ireland; Ph.D., City University of New York; Consultant in marketing and consumer psychology. Previously: Manager, Special Marketing Studies, Consumer Products, Warner-Lambert Co.; Research Account Executive, J. Walter Thompson Co.; Research Economist, Basle Centre for Economic and Financial Research, Basle, Switzerland; Assistant Curator, National Museum of Ireland, Dublin.

**Allen Flagg, *Adjunct Professor***

B.A., New York University. Executive Director, New York Society for General Semantics; Secretary, General Semantics Foundation; Trustee, Institute of General Semantics; Author and lecturer on general semantics and communication.

**Guy Fraumeni, *Adjunct Professor***

Independent producer of films and videotapes for network television. Lecturer in Video Planning, Writing, and Production program. Education: Art Students League; Hans Hoffman School; Escuela de Pintura y Escultura (Mexico City); Accademia Nazionale di Roma; Academie de la Grande Chaumiere (Paris). Previously: filming at Cine Citta Studios (Rome); Film/TV Director, NBC; Two New York Art Directors Club Gold Medals; Book Design and A.I.G.A. Awards; Berlin TV Festival Grand Prize for documentary, *This Is Marshall McLuhan*.

**Jay Frederick, *Adjunct Professor***

Musicologist and Composer; Consultant on sound; Screen writer; Voice coach for an Academy Award winner ('76); White House Consultant for an analysis of the audio component in the 1976 televised debates by the two presidential candidates.

**Jerome W. Gerbereux, *Adjunct Professor***

B.S., Wharton School, University of Pennsylvania. Consultant-Management Manpower, Executive Manpower Staff, General Electric Headquarters. Previously: a number of executive positions concerned with organization and manpower within General Electric Company.

**Meg Gottemoeller, *Adjunct Professor***

B.A., University of Michigan; M.S. Temple University. Vice President, Marketing Communications, Trade Banking group, Chase Manhattan Bank. Lecturer in Video Planning, Writing, and Production program. Previously: Senior Producer. Merrill Lynch, Pierce, Fenner, and Smith, N.Y.; Producer, Insurance Company of North America; Lecturer, Department of Radio/TV/Film, Temple University.

**Bruce E. Harding, *Senior Lecturer***

B.S., Boston University; M.S., Boston University. Senior Producer-Director, Cornell University Educational Television Center. Previously: Research Scientific Photography, Massachusetts Institute of Technology; Assistant Director, Division of Audio-Visual Education, Graduate School of Business Administration, Harvard University; Consultant in Communication, the Government of India, The Ford Foundation — India; Associate Director of Film Operations, Broadcasting and Film Commission, National Council of Churches.

**Phyllis Hopkins, *Adjunct Professor***

B.A., Trinity University; M.A. California State University at San Diego; Ph.D., Wayne State University. Manager, Manager Development, Richardson-Merrell, Inc. Previously Consultant, Corporate Consulting Service, General Electric Headquarters; Research Associate, Psychological Resources, Inc.; Instructor, Management Training Seminar. Burroughs Corporation; Associate Psychologist, Psychological Services, Dallas Independent School District; Adjunct Assistant Professor, University of New Haven.

**Kevin M. Kealey, *Adjunct Professor***

B.A., Fairfield University; M.A. University of Vermont. Corporate Training Manager, Arnold/Oroweat. Previously: Assistant News Director, WLAD Radio; Projects Manager of Multi-media Productions, Communication Skills Corporation; Media Specialist, Hilti Systems.

**Gerald Kean, *Adjunct Professor***

A lecturer in Professional Writing Program, he has written, produced, and directed productions on ABC, CBS, NBC, and BBC. He has received four Emmy Awards, 14 Peabody awards and 11 Ohio State Awards.

**James J. Keenan, *Professor***

A.B., Manhattan College; M.A., Fordham University; Ph.D., Columbia University. Previously: Research Director, Office of Naval Research Training Studies; Research Program Director, Institute for Research in Human Relations; Managing Scientist, Dunlap and Associates, Inc.; Private practice and consultancies in the design, development and evaluation of systems, programs, products, and personnel.

**Woody Klein, *Adjunct Professor***

B.A., Dartmouth College; M.S., Columbia University Graduate School of Journalism. Manager, Communications and Community Relations, IBM. Lecturer in the Professional Writing Program. Previously: Reporter and Columnist, The Washington Post, The New York World-Telegram and Sun; Correspondent, WCBS-TV; Press Secretary, New York Mayor John V. Lindsay; Managing Editor, Think Magazine, IBM; writer and author; Adjunct Professor of Journalism, New York University, University of Bridgeport; Member: Sigma Delta Chi Professional Journalistic Society.

**Edward Langley, *Adjunct Professor***

Lecturer in Professional Writing Program; consultant under contract to General Electric innovating corporate image programs, writing stories, and producing materials for film and television; he is also a free-lance writer of feature stories for New York papers and magazines. He worked for the General Electric Company as a professional writer in various divisions from 1951 to 1974.

**Maxwell Lehman, *Visiting Professor***

B.A., Rutgers University; M.P.A., New York University, advanced studies in anthropology and political science, Harvard University; Chief Assistant Deputy Mayor for Policy, City of New York; Director, Public Administration Center, Long Island University; Formerly City Administrator, City of New York.

**F.X. McFarland, S.J., *Visiting Professor and Research Associate***

A.B., Georgetown University; M.S., Fordham University. Professor of Communication, Nirmala Niketan, Bombay, India; Director, Communication Coordination Centre, Catholic Bishops Conference of India. Previously Founder and Director, Institute of Communication Arts, St. Xavier's College, Bombay, India.

**Je H. Min, *Adjunct Professor***

Ph.D., University of Wisconsin; National Manager of Technical Applications, Donnelley Marketing (Rueben H. Donnelley, Inc.). Formerly: Media Planner with Young and Rubicam; Media Systems Supervisor with Foote, Cone & Belding Advertising; Adjunct Professor on Research Methodology, Queens College, New York.

**Jiri Nedela, *Assistant Professor***

Baccalaureate, Modern Language Gymnasium, Prague, Czechoslovakia; Ph.D. Charles University, Prague. Previously: Editor, Prague Radio Foreign Broadcasts; translator of Erich Fromm's *Marx's Concept of Man*; Information Officer, United Nations Secretariat, New York; Deputy Chief, U.N. Center for Economic and Social Information.

**Nicholas Pentcheff, *Adjunct Professor***

B.Sc., London School of Economics; M.A., Columbia University; Lecturer; Commentator for Radio Free Europe on Western Hemisphere Developments; formerly — Chief, Bulgarian Desk, Radio Free Europe (1957-1974); Member, Advisory Council, Freedom of Information Center, Columbia, Miss.; Foreign correspondent; Press Attache and Secretary, Bulgarian Legation, London.



John S. Schmotzer, S.J., *Adjunct Professor*  
Baccalaureate, Gymnasium, Kosice, Czechoslovakia; M.A., Philosophical Institute, Brno, Czechoslovakia; S.T.L. Collegium Maximum St. Bellarmini, Shanghai, People's Republic of China; Ph.D., (Political Science) Georgetown University. Previously: National Director of Retreats and Popular Missions, Taiwan, Republic of China; Graduate Fellow, Center for Strategic and International Studies; Researcher.

Allan Sloane, *Adjunct Professor*  
B.A., City College of N.Y.; M.A. Columbia School of Journalism, Lecturer in Professional Writing Program, is best known by the public for his Emmy Award-winning productions: *And James Was A Very Small Snail*; *Teacher, Teacher*; *To All My Friends On Shore*; his award-winning feature film, *Martin Luther*; and *Emily, Emily* (Hallmark Hall of Fame).

Barry Tarshis, *Adjunct Professor*  
A.B., University of Pittsburgh. A full-time writer and author of numerous articles and non-fiction books. Author or co-author of: *The "Average American" Book*; *An Introduction to Physiological Psychology*; *The Asphalt Athlete*; *Tennis and the Mind*; *What it Costs*; *Creative New Yorker*; *The Steady Game*; contributor to such magazines as: *New York, Sport, Seventeen, Signature, Playboy, Town & Country, Travel and Leisure*.

Gerard Van Duyn, *Adjunct Professor*  
Graduate of *Academie van Beeldende Kunsten en Wetenschappen* at The Hague (1950). Senior Partner, Gerard Van Duyn Associates. Designed World's Fair exhibits for Chrysler Corp.; Travellers Insurance, CONOCO, and Air Canada Pavilion at EXPO '67. Recently completed work for the Columbia Corporation and designed the Guinness Hall of Records building and exhibits.



Portrait of a Leading Statesman by Sung Yun. Leaf from a book printed in China by stone rubbing (1827). Damp paper is placed on stone inscription, beaten into the inscribed lines with a stiff brush and dried. It is then printed with an inked fabric pad.



# Graduate Certificate Programs

## Master of Arts Degree Plus Graduate Certificate in an Applied Field

*(Professional Writing Program and Video Planning, Writing, and Production Program)*

The Master of Arts degree plus a Graduate Certificate requires that a total of 45 credits be earned, 12 of which are in the applied field. Normally, the Master of Arts thesis or project will be closely related to the particular certificate program.

A student need not complete the M.A. program before beginning the graduate certificate courses.

Under certain situations, students within the M.A. program, or from without the program, may be permitted to take individual courses in the certificate programs (space permitting).

## The Professional Writing Program

### Goals and Objectives

This program in professional writing is not a course in literature appreciation, nor may it accurately be called a program in "creative" writing. While we expect our students and graduates to bring creativity to whatever mode of writing they may be engaged in, the emphasis is upon writing as a respected professional career.

Professional writers report that they must be extremely adaptable and have a well-rounded ability to write if they are to survive as writers over a lifetime. This program has been designed with that realization in mind. The professional writing courses are integrated into a communication curriculum of interrelated courses covering much of the spectrum of human communication and its media of expression.

It is the purpose of this program to enable our graduates to function as free-lance writers and to join organizations of various kinds requiring men and women who can write clearly, accurately, and when the occasion demands, excitingly.

### Approach

This program provides students opportunities to write and work with talented peers in a workshop environment under the tutelage of competent, inspirational, professional writers; to practice in a number of different modes of writing which will serve them well during a diverse unpredictable future; to learn about the publication process and to meet practicing editors, publishers, and writers from the various media.

Applicants to the Professional Writing Program must submit a portfolio of their writings for approval by writing faculty.

*Credit costs* are the same as for the M.A. program.

## Professional Writing Curriculum

### *(PWP-1) Non-Fiction Writing I*

Course emphasizes shorter pieces of non-fiction, i.e. shorter than book length: articles for magazines, features for newspapers; some attention paid to speech writing and various writing exercises for public relations purposes (covered in greater depth by PWP-3 and 5).

### *(PWP-2) Writing For The Visual Media*

Narrative writing for film and television documentaries; writing for multi-media productions for educational purposes and for corporate training, promotional and other purposes; writing for drama-documentaries; corporate "image" films and multi-media productions.

**(PWP-3) Writing for Organizations I**

Emphasizes writing for public relations purposes, advertising, house organs, press releases and press relations; in general, all the many, usually short length, pieces a writer is typically called upon to do on a daily basis. (Longer pieces are emphasized in PWP-5).

**(PWP-4) Non-Fiction Writing II**

Course emphasizes longer pieces of non-fiction, typically book length: research-based textbooks, biographies of people and organizations, non-fiction novels, curriculum-related books for schools and colleges, and special-knowledge books. Student will write a professional book outline and a sample chapter as the principal project for the course. (Also see *Independent Writing Project* description).

**(PWP-5) Writing for Organizations II**

Speech writing for a person other than the writer; researching and preparing background papers for senior executives; briefings; press relations; annual reports; writing and managing house organs, newsletters, video news; in-house training of communicators; corporate or political image building and other forms of external communication programs; the business of freelance writing and consulting.

**(PWP-7) Writing for the News Media**

A practical course in how to research, interview, organize facts and write news and feature stories, with an emphasis on the print media. Instruction will include writing for newspapers, the trade press, radio and television. Students will be given advanced instruction in how to define news and features, how to develop the technique of writing and editing professional copy. Sessions will include weekly writing assignments in all of the media as well as individual writing projects for the course.

**(IWP) Independent Writing Project**

After successful completion of a PWP course in writing and with the agreement of the instructor, the student may wish to continue with a piece of writing begun during the course but requiring additional months to complete. Only one such course, however, may be counted toward the requirement of four for the Certificate.

## **Video Planning, Writing, and Production Program (VP)**

### **Goals and Objectives**

It is the purpose of this program to provide opportunities for men and women to learn how to create video productions for professional purposes. Although the techniques learned are readily applicable to broadcast television, this program is aimed primarily at professional productions for corporate, political, and educational purposes.

### **Approach**

Students will also learn how to approximate broadcast television quality with relatively inexpensive video equipment on location and in modest studios such as those typically available in organizations not engaged in mass communications. It is everywhere lamented that creative programming is the missing ingredient in most non-entertainment productions. Therefore, emphasis in these courses will be on conceiving, planning, and writing programs. Although inevitably interlocked with production techniques, the courses and workshops will stress content over technological expertise.

Applicants to the Video Certificate Program must show evidence of knowledge in basic video production or complete course #292.

*Credit costs* are the same as for the M.A. program.

## **Video Production Curriculum**

### **(292 a. or b.) Video Production Techniques**

*(Abel)* is required before beginning any course in the VP Certificate Program.

### **(VP-1) Advanced Video Production**

Purpose of this first course in the Graduate Certificate program is to learn more advanced production techniques and to make the standard techniques almost second nature. It is professional preparation for working within the remaining three courses of the Certificate program.

# General Regulations and Information

## The School Year

Three trimesters of approximately 15 weeks each constitute the school year.

**See Calendar for this year.**

## Class Times

Some classes are conducted during the day, but the majority are presented in the evening to enable professionally employed men and women to attend and earn an advanced degree. Such a schedule also allows the Center to make optimum use of the many professional communicators who live in the Fairfield County area, some as guests lecturers and some as part-time faculty members.

A schedule for the year is available through the GradComm office, but in general, courses are held at the following hours:

*Mornings* 9:00-11:00 and 11:10-1:10

*Evenings* 6:00-8:00 and 8:10-10:10

*Saturdays* mornings and afternoons

No distinction is made between day and evening courses — the course content and the instructor are the same. Some students may find it convenient to mix morning and evening courses to fit their personal schedules.

## Course Loads

Students begin by taking at least six (6) credits and complete at least fifteen (15) within their first three trimesters after beginning. (*Note that students taking eighteen (18) or more credits per year are eligible for health and accident Insurance.*)

Maximum credit load per trimester is set at twelve (12). Any variations must have the Dean's prior written approval.

### (VP-2) Writing for Private Network Video

The planning and preparation of scripts typically required by corporate and other private network systems: training tapes, public relations tapes, commercials, public service announcements, etc. Students interested also in writing dramatic scripts may take course PWP-2 although priority of entrance is for people in the Professional Writing Program.

### (VP-3) Video Workshop

Workshop participants are encouraged to attempt the untried and to be creative in content as well as in technique. Course provides further practice at standard production techniques to prepare students for the final course. This course may develop script ideas that may be produced within final course.

### (VP-4) Professional Portfolio Productions

The prime purpose of this final course is to provide opportunities to create and produce one or more tapes for students' professional portfolios. The demonstration tapes will demonstrate for potential employers the level of the graduate's competence in the medium of video. Ideas for Masters' projects are often originated here.

## Instructional Facilities

The school is fortunate in having a three-camera, B&W production studio (1" and ¾" VTR); and ¾" video editing equipment; access and internship possibilities in the Connecticut Public Television Studio (2" color video) housed in the school.



## Work Completion

All course work is due on the last day of class. Any extension must be approved in writing.

## Standards of Progress

Courses are graded by professors as:

A — excellent; B — good; C — poor; F — failure (no credits)

Inc. — Incomplete, no credits.

Average of B must be attained for graduation.

Students receive grades at end of each trimester.

Interruption of studies is allowed only on a one-by-one evaluated basis, because of reasons of health, finance, or extrinsic pressures. Resumption is on a similar, individual evaluation and recommendation of the Dean.

The only probation period normally allowed is for the first trimester on the recommendation of the Admissions Committee and the evaluation of the Dean. Probation indicates previous unsatisfactory undergraduate work which is offset by changed personal status, motivation, recommendations, professional experience. During the probationary period a student must — in the personal evaluation of course professors — perform better than the average graduate student.

## Discipline

There are no formal “disciplinary” procedures in the Graduate School. Normal, adult student behavior is presupposed and in all the years of the School’s existence, this presupposition has never been faulted. Should a case ever arise, the University guarantees the student due process and the right to be heard in his or her own defense.

# Admission Procedures

## Master of Arts Candidates

A baccalaureate degree from an accredited college or university is the initial prerequisite. Students from some areas of undergraduate concentration may need additional courses for successful graduate study in communication.

Each applicant is evaluated on the basis of scholastic attainments, academic promise, nature of any work experience, and seriousness of purpose. Extra consideration is given applicants who have had a period of employment within the field of communications since receiving the baccalaureate degree.

An applicant whose undergraduate record is not entirely satisfactory may be admitted as a **PROBATIONARY CANDIDATE**, if he otherwise qualifies on the basis of work experience, or presents other evidence of academic aptitude. Probationary candidates may apply for admission to candidacy for a degree, if on review, their class performance is judged satisfactory.

- **Applications:** should be submitted as early as possible before the entry date preferred, September, January, or April. A check or money order for twenty dollars (\$20) must accompany all applications, except in the case of nationals of countries other than the United States and Canada and who are not in the United States at the time of *applying*.



*Coinmaking prior to the invention of printing used a metal master punch to produce a standard image.*



- **Nondiscriminatory Admissions:** Fairfield University admits students of any race, color, religion, national or ethnic origin, or physical handicap.
- Fairfield University is in compliance with Title IX of the Education Amendments of 1972, and does not discriminate on the basis of sex.
- **Official Transcript(s):** It is the responsibility of the applicant to request that the applicant's previous university(ies) forward all undergraduate and any graduate school transcripts directly to the Graduate School of Corporate and Political Communication, Fairfield, University.
- **Recommendations:** The names of at least three persons who can comment on the ability of applicant to perform graduate work.
- **GRE:** It is the responsibility of the applicant to take the Graduate Record Examination (GRE) early enough to ensure that the results will be available for the admission procedure. A waiver or postponement of examination is possible.

(The GRE is normally required as an integral part of the admission procedure. If, however, other aspects of the applicant's record of achievements and recommendations are sufficiently compelling to the Admissions Committee, the applicant may be allowed to enter class but must take the GRE within the first trimester.)

## Tuition and Fees

Application Fee .....	\$ 20.00
Registration Fee/Trimester .....	\$ 10.00
Tuition-per credit hour .....	\$ 110.00
Master's Project Fee (due at project's start) .....	\$ 150.00
Independent Studies (#229) Fee per credit .....	\$ 110.00
Graduate Certificate Courses Fee per credit .....	\$ 110.00
Graduation Costs .....	\$ 25.00
Continuing Registration when not taking courses .....	\$ 15.00 (due at beginning of trimester)

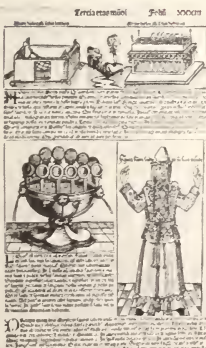
All tuition and fees must be paid on Registration Day each trimester. Any unusual arrangements, e.g. company reimbursement, Veterans Administration, government payments, must also be made during or prior to Registration Days.

Students must pay all tuition costs and fees on the day of registration, even if they are eligible for company reimbursement.

The only exception will be if a student has a letter from a company stating that they, the company, will pay Fairfield University *directly* for the course(s).

Letters from companies stating that they will reimburse the *student* directly upon satisfactory completion of the course *cannot* be accepted as a reason for deferring the payment of tuition and fees. These students must pay all tuition and fees at registration.

The University, with approval of the appropriate authorities, reserves the right to change tuition and other fees whenever it deems necessary.



*World Chronicle by Hartmann Schedel; leaf from a book printed in Nuremberg, 1493 by Anton Koberger. An important illustrated work with 645 woodcut illustrations made in the studio of Michael Wolgemut, Durer's teacher.*

No degree shall be conferred and no transcripts shall be issued for any student until all financial obligations to the University shall have been met.

Students taking 18 or more credits per year may purchase health and accident insurance from the University Student Services Office for approximately \$50.00. They may have the use of the infirmary. Various meal plans are also available to them through the Campus Center. Only on rare occasions is there a vacancy in the dormitories for graduate students, but the University Housing Office will be of assistance.

Students must pay a Continuing Registration Fee of \$15.00 for each trimester when courses are not being taken.

## Course Withdrawal Refund

A student who withdraws from a course on a voluntary basis may request a refund in accordance with the following schedule. The Graduate School must be informed in writing of such withdrawal, if a request for refund is to be approved.

	Amount Refundable
Before the first class session. . . . .	100%
Before the second class session. . . . .	90%
Before the third class session. . . . .	80%
Before the fourth class session. . . . .	70%
Before the fifth class session. . . . .	60%
Before the sixth class session. . . . .	40%
Before the seventh class session. . . . .	20%
After the seventh session. . . . .	0%



*Ordinary News of the Thirtieth of July 1639, printed in Paris. The Aviso, printed in Wolfenbutterl, Germany in 1609 is the world's oldest printed newspaper; like this one, it was printed in book format.*

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# Calendar 1980-1981

Three trimesters of fifteen weeks each comprise the school year.

## Trimester I

September 6 (Saturday)	Orientation and Registration (9:00 - 3:00)
September 8	First Monday classes
September 13	First Saturday classes
November 27-29	Thanksgiving Recess
December 5	<i>International Dinner</i> (Food contributed by students, faculty, graduates, and friends of the School)
December 9, 10, 11	Registration for Trimester II (Day & Evening Hours)
December 21 - January 4	Christmas Recess

## Trimester II

December 9, 10, 11	Registration
January 5	First Monday classes
January 10	First Saturday classes
February 12	Classes as usual (Lincoln's Birthday)
February 16	Classes as usual (Washington's Birthday)
April 7, 8, 9	Registration for Trimester III (Day & Evening Hours)
April 18	Final Trimester II classes

## Trimester III

April 7, 8, 9	Registration (Day & Evening Hours)
April 27	First Monday classes
May 2	First Saturday classes
May 24	Commencement
May 25	Classes as usual (Memorial Day)
July 4	No classes
August 8	Final classes

**The Graduate School of  
Corporate and Political Communication**

**FAIRFIELD  
UNIVERSITY**

**North Benson Road  
Fairfield, Connecticut 06430  
(203) 255-5411**